



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5005 East Southern Ave, Mesa, AZ 85206

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Gale K Ernst
Schedule : 07:30 AM to 03:30 PM
Grades : K-6
Web Address : www.mpsaz.org
Phone Number : (480) 472-2240
Fax Number : (480) 472-2245
E-mail : gkernst@mpsaz.org

Mission

Franklin South is the 4th of the Franklin basic alternative schools in Mesa. Faculty teaches basic skills, information to train the students' intellect, instill pride and respect, motivate students to strive for excellence, and encourage tolerance and acceptance.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase academic achievement by improving scores on AIMS and SMT testing while maintaining a caring and all inclusive environment.
- ü Refine, improve, and update Language Curriculum Overviews.
- ü Refine and improve Literature summarizing by assuring necessary critical skills are included.
- ü Reassess Math Overviews assuring that all critical skills are taught.

Enrollment

October 1, 2005 School Year Student Enrollment : 293
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 352

Instructional Programs

- ü Spalding Total Language Arts Program
- ü Structured, Sequential Curriculum Format
- ü Foundational Skills Emphasis
- ü Whole Group Direct Instruction

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Maintain high academic standards; provide a safe environment; foster an atmosphere of learning; help students reach mastery level in all academic areas; teach respect of other students and adults; provide information and expectations to parents in the form of a handbook and through school-home communication.

Parents

Provide proper dress attire for students; support homework policy; encourage attendance; transport students; volunteer service in two areas annually; provide proper daily nourishment; support school policies and rules per the Parent Handbook.

Transportation Policy

The Mesa District provides limited bus transportation for the Franklin schools. Franklin South boundaries include east of Val Vista; west of Haws; north of Baseline and south of Main Street.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Number 2 in teacher attendance in entire Mesa District	2003
ü Top 5 in teacher attendance in entire Mesa District	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	5547	80010	98	98	99	491	453	447	NA	8	10	5	16	18	34	56	53	61	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	2719	38935	95	98	99	492	452	447	NA	8	9	6	17	19	33	56	55	61	19	17
Male	23	2828	40974	100	98	98	490	453	448	NA	8	11	4	15	18	35	55	52	61	22	19
African American	--	236	4201	--	98	99	--	437	430	--	15	17	--	19	23	--	56	51	--	11	9
Hispanic	NC	2182	34545	NC	98	99	NC	434	432	NC	12	14	NC	23	24	NC	56	53	NC	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	38	2783	35142	100	98	99	493	469	465	NA	4	5	3	9	11	37	55	56	61	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	40	4902	69849	100	99	100	493	457	451	NA	5	7	5	14	17	33	58	56	63	22	19
Limited English Proficient Students	--	877	14013	--	97	97	--	415	413	--	20	24	--	33	34	--	44	39	--	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	NC	3005	39029	NC	97	98	NC	437	432	NC	11	14	NC	22	25	NC	57	52	NC	10	9
Non-Economically Disadvantaged	33	2542	40981	100	99	100	499	472	462	NA	4	6	NA	9	13	36	54	54	64	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	5457	79438	100	97	98	484	457	451	2	7	9	7	21	24	69	60	56	21	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	2686	38775	100	97	99	488	463	457	NA	5	7	5	19	22	68	62	58	26	14	13
Male	23	2770	40560	100	96	97	481	452	446	4	8	12	9	23	25	70	58	54	17	10	9
African American	--	235	4178	--	98	98	--	445	439	--	9	13	--	28	29	--	55	52	--	9	6
Hispanic	NC	2140	34297	NC	96	98	NC	437	434	NC	11	14	NC	31	31	NC	54	50	NC	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	38	2744	34887	100	97	98	487	475	471	3	3	4	5	13	15	68	65	63	24	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	40	4900	69850	100	99	100	489	461	456	3	5	7	3	20	23	73	62	59	23	13	12
Limited English Proficient Students	--	846	13856	--	93	96	--	411	407	--	22	27	--	44	43	--	34	29	--	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	NC	2946	38685	NC	95	97	NC	441	435	NC	10	14	NC	29	32	NC	55	50	NC	5	5
Non-Economically Disadvantaged	33	2511	40753	100	98	99	495	477	467	NA	3	5	3	12	16	70	65	62	27	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	5524	79971	100	98	99	442	415	423	NA	8	8	40	46	41	57	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	2715	38974	100	98	99	455	429	437	NA	5	5	21	40	33	79	53	57	NA	2	4
Male	23	2808	40895	100	97	98	432	402	410	NA	11	10	57	53	47	39	35	41	4	1	2
African American	--	235	4203	--	98	99	--	408	411	--	8	11	--	55	45	--	34	43	--	3	2
Hispanic	NC	2166	34481	NC	97	99	NC	399	410	NC	12	10	NC	53	46	NC	35	43	NC	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	38	2779	35150	100	98	99	443	429	437	NA	5	5	42	41	35	55	52	56	3	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	40	4879	69713	100	99	100	445	420	429	NA	6	5	38	45	39	60	46	52	3	2	3
Limited English Proficient Students	--	865	13985	--	95	97	--	371	382	--	22	18	--	56	54	--	22	27	--	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	NC	2986	38994	NC	97	98	NC	401	409	NC	11	10	NC	52	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	33	2538	40977	100	99	100	449	432	437	NA	4	5	36	40	34	61	53	56	3	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	5739	80147	100	98	99	519	498	482	2	6	11	4	13	17	41	48	49	52	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2849	39281	100	99	99	519	498	483	NA	5	9	8	13	17	38	49	50	54	33	24
Male	22	2889	40780	100	98	98	520	497	482	5	7	12	NA	12	17	45	48	48	50	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	NC	2106	33494	NC	98	99	NC	479	466	NC	9	15	NC	18	23	NC	55	49	NC	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	--	239	4117	--	98	96	--	472	456	--	10	19	--	25	27	--	50	46	--	15	8
White	40	2998	36122	100	98	99	524	514	501	NA	4	5	3	8	10	45	44	50	53	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	44	5082	69852	100	99	100	522	503	488	2	4	7	5	11	16	39	50	51	55	35	26
Limited English Proficient Students	--	640	12722	--	96	97	--	449	441	--	19	27	--	31	33	--	45	37	--	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	NC	2944	38371	NC	97	97	NC	480	465	NC	9	15	NC	18	23	NC	52	49	NC	20	13
Non-Economically Disadvantaged	39	2795	41776	100	99	100	522	516	498	NA	3	6	5	7	11	41	45	49	54	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	5655	79686	100	97	98	504	478	470	NA	7	11	11	21	24	65	61	57	24	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2823	39163	100	98	99	513	482	475	NA	6	9	13	19	22	54	63	60	33	12	10
Male	22	2831	40438	100	96	97	495	474	465	NA	9	13	9	22	25	77	60	54	14	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	NC	2071	33299	NC	96	98	NC	458	452	NC	12	17	NC	30	32	NC	54	47	NC	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	--	236	4087	--	97	96	--	454	446	--	10	16	--	40	38	--	49	44	--	1	2
White	40	2959	35914	100	97	98	507	495	489	NA	3	5	8	13	15	65	67	67	28	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	44	5084	69878	100	99	100	507	482	475	NA	5	8	9	19	23	66	64	61	25	12	9
Limited English Proficient Students	--	617	12594	--	93	96	--	425	422	--	31	34	--	46	45	--	23	21	--	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	NC	2879	38095	NC	95	97	NC	462	452	NC	11	17	NC	29	32	NC	55	48	NC	5	3
Non-Economically Disadvantaged	39	2776	41591	100	98	99	504	495	486	NA	3	6	10	13	16	69	67	65	21	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	5728	80372	100	98	99	509	476	475	NA	3	4	17	31	30	76	64	64	7	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2841	39452	100	99	99	514	487	488	NA	2	3	8	22	22	88	73	72	4	3	3
Male	22	2887	40836	100	98	98	503	464	464	NA	4	6	27	39	37	64	56	56	9	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	NC	2102	33608	NC	98	99	NC	460	462	NC	6	6	NC	38	36	NC	55	57	NC	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	--	239	4128	--	98	97	--	462	464	--	3	4	--	48	39	--	49	56	--	NA	1
White	40	2995	36213	100	98	99	505	487	489	NA	2	2	20	24	22	75	72	72	5	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	44	5077	69846	100	99	100	510	481	482	NA	2	3	16	28	26	77	68	69	7	2	2
Limited English Proficient Students	--	637	12747	--	96	97	--	421	432	--	16	12	--	52	52	--	32	36	--	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	NC	2941	38521	NC	97	98	NC	462	461	NC	5	6	NC	38	38	NC	56	55	NC	1	1
Non-Economically Disadvantaged	39	2787	41851	100	99	100	505	491	489	NA	1	3	21	23	22	72	73	72	8	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	5603	79306	100	98	99	560	518	504	2	9	13	NA	15	20	35	50	49	63	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2724	38845	100	98	99	550	518	505	4	8	11	NA	16	20	38	51	50	58	26	18
Male	19	2879	40383	100	97	98	573	517	504	NA	10	14	NA	14	19	32	50	47	68	26	19
African American	--	240	4171	--	98	98	--	494	485	--	15	20	--	23	26	--	50	44	--	12	10
Hispanic	NC	2000	32673	NC	98	99	NC	496	487	NC	14	18	NC	22	25	NC	52	46	NC	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	40	2974	36234	100	98	99	561	535	523	3	4	6	NA	9	13	33	49	52	65	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	42	4981	69020	100	99	100	561	523	510	2	6	9	NA	14	18	33	52	52	64	28	21
Limited English Proficient Students	--	601	10291	--	95	96	--	462	458	--	34	38	--	33	34	--	31	26	--	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	NC	2874	37437	NC	97	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	14	9
Non-Economically Disadvantaged	35	2729	41869	100	98	100	558	538	521	3	4	7	NA	9	14	37	49	51	60	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	5547	79000	100	97	98	528	496	489	NA	7	10	2	20	24	77	62	58	21	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2710	38774	100	98	99	527	501	494	NA	5	7	4	19	22	75	63	61	21	12	10
Male	19	2837	40150	100	96	98	529	492	485	NA	9	12	NA	21	25	79	61	55	21	9	8
African American	--	238	4153	--	97	98	--	481	476	--	11	13	--	24	30	--	61	53	--	4	4
Hispanic	NC	1963	32508	NC	96	98	NC	476	472	NC	12	15	NC	31	33	NC	53	49	NC	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	40	2962	36135	100	97	98	530	513	508	NA	3	4	3	12	14	75	69	67	23	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	42	4978	69009	100	99	100	529	500	495	NA	5	6	2	19	22	76	65	62	21	12	10
Limited English Proficient Students	--	573	10199	--	91	95	--	441	439	--	33	35	--	46	47	--	20	18	--	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	NC	2829	37234	NC	96	97	NC	478	472	NC	11	15	NC	29	33	NC	55	50	NC	4	3
Non-Economically Disadvantaged	35	2718	41766	100	98	99	529	515	505	NA	2	5	3	11	16	74	69	65	23	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	5609	79611	100	98	99	520	490	496	NA	7	7	21	43	37	79	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2732	39016	100	98	99	529	505	511	NA	4	4	8	34	29	92	61	66	NA	1	1
Male	19	2877	40519	100	97	98	509	476	482	NA	9	10	37	51	44	63	40	46	NA	1	0
African American	--	236	4188	--	96	98	--	480	486	--	9	9	--	45	40	--	44	50	--	2	0
Hispanic	NC	2001	32855	NC	98	99	NC	470	481	NC	11	10	NC	51	43	NC	37	47	NC	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	40	2984	36380	100	98	99	521	504	511	NA	4	4	20	36	30	80	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	42	4970	68947	100	99	100	520	496	504	NA	5	4	21	41	34	79	54	61	NA	0	1
Limited English Proficient Students	--	599	10362	--	95	97	--	415	438	--	30	22	--	56	57	--	14	21	--	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	NC	2874	37626	NC	97	98	NC	472	479	NC	10	10	NC	51	45	NC	38	45	NC	1	0
Non-Economically Disadvantaged	35	2735	41985	100	99	100	523	508	511	NA	3	4	17	34	30	83	63	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	5505	79327	100	98	98	570	531	518	NA	12	19	5	16	20	62	50	46	33	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	2626	38961	100	98	98	576	532	520	NA	11	16	NA	17	20	61	51	48	39	21	16
Male	24	2875	40295	100	98	97	566	531	516	NA	13	21	8	16	19	63	48	44	29	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	NC	1926	32327	NC	98	98	NC	510	499	NC	18	27	NC	23	25	NC	49	41	NC	10	8
Asian/Pacific Islander	--	138	1939	--	98	99	--	542	556	--	9	6	--	15	10	--	51	47	--	25	36
American Indian/Alaskan Native	--	240	4391	--	95	96	--	502	489	--	25	32	--	23	27	--	44	36	--	8	4
White	40	2984	36373	100	99	98	571	549	538	NA	7	10	5	11	14	60	51	52	35	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	41	4918	70006	100	99	100	572	537	524	NA	8	14	5	15	19	61	53	49	34	24	18
Limited English Proficient Students	--	525	9431	--	95	95	--	475	466	--	40	53	--	30	27	--	29	18	--	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	NC	2687	37097	NC	97	97	NC	511	498	NC	18	27	NC	21	25	NC	49	41	NC	11	7
Non-Economically Disadvantaged	38	2818	42230	100	99	99	574	550	535	NA	6	11	5	11	15	58	50	50	37	32	24

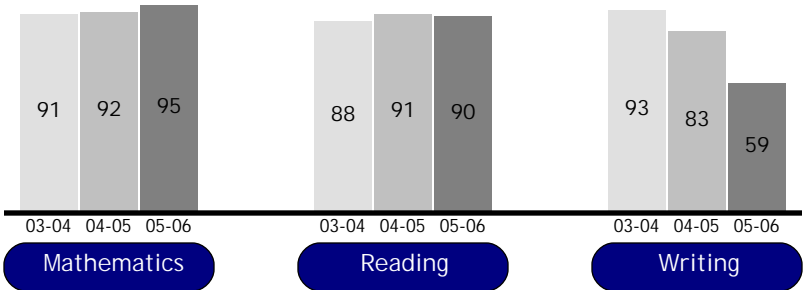
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	5447	79501	100	97	98	540	506	497	NA	6	10	5	20	25	79	68	60	17	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	2606	39062	100	98	99	556	510	502	NA	5	8	NA	19	23	72	70	64	28	6	5
Male	24	2837	40368	100	97	98	527	503	491	NA	8	13	8	22	27	83	66	57	8	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	NC	1887	32389	NC	96	98	NC	488	478	NC	10	16	NC	31	34	NC	58	48	NC	2	1
Asian/Pacific Islander	--	137	1936	--	97	99	--	506	519	--	4	3	--	24	14	--	69	73	--	4	9
American Indian/Alaskan Native	--	234	4401	--	93	96	--	482	473	--	11	17	--	36	40	--	50	43	--	2	1
White	40	2973	36446	100	98	99	538	521	516	NA	4	4	5	12	15	80	76	73	15	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	41	4915	70090	100	99	100	542	510	502	NA	4	7	2	19	24	80	72	65	17	6	5
Limited English Proficient Students	--	496	9401	--	90	94	--	450	443	--	28	40	--	51	46	--	20	14	--	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	NC	2646	37183	NC	96	97	NC	489	479	NC	10	16	NC	29	34	NC	59	49	NC	2	1
Non-Economically Disadvantaged	38	2801	42318	100	98	99	542	522	513	NA	3	5	3	12	17	82	76	70	16	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	5492	80000	100	98	99	594	565	564	NA	3	3	2	10	11	79	77	75	19	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	2626	39288	100	98	99	608	580	579	NA	2	2	6	5	6	67	78	77	28	15	16
Male	24	2862	40644	100	97	98	583	552	549	NA	4	4	NA	14	15	88	76	74	13	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	NC	1917	32672	NC	97	99	NC	548	548	NC	4	4	NC	13	14	NC	77	76	NC	6	6
Asian/Pacific Islander	--	138	1945	--	98	99	--	577	592	--	1	1	--	10	4	--	77	69	--	12	25
American Indian/Alaskan Native	--	240	4424	--	95	97	--	546	549	--	4	3	--	15	14	--	77	77	--	5	5
White	40	2977	36602	100	98	99	595	578	579	NA	2	2	3	8	7	78	77	75	20	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	41	4907	70081	100	99	100	595	572	571	NA	2	2	2	7	7	78	80	79	20	11	12
Limited English Proficient Students	--	517	9571	--	93	96	--	490	502	--	14	10	--	29	29	--	56	60	--	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	NC	2675	37534	NC	97	98	NC	547	547	NC	4	4	NC	14	15	NC	77	76	NC	5	5
Non-Economically Disadvantaged	38	2817	42466	100	99	100	596	582	578	NA	1	2	3	7	7	76	77	75	21	15	16

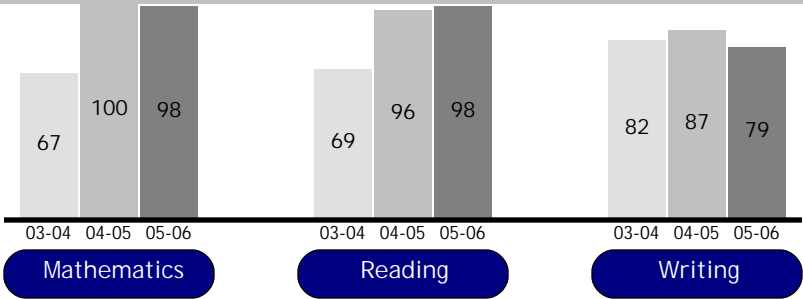
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	68	NA	58	98	58	50	47	100	70	50	46
	Language	95	58	53	50	98	68	49	47	100	61	50	48
	Mathematics	95	83	71	64	98	79	54	50	100	75	56	52
3	Reading	100	76	NA	55	100	58	50	44	100	68	52	46
	Language	98	82	63	61	100	56	49	44	100	61	48	46
	Mathematics	98	90	66	61	100	71	55	51	98	79	56	52
4	Reading	97	73	NA	56	98	66	52	48	100	70	58	52
	Language	98	63	55	52	98	67	52	49	100	70	58	52
	Mathematics	98	81	68	61	98	77	59	53	100	83	67	58
5	Reading	98	72	NA	55	100	73	55	50	100	79	61	56
	Language	93	73	55	49	100	71	55	50	100	78	59	54
	Mathematics	96	86	71	63	100	69	54	49	100	83	59	52
6	Reading	98	75	NA	56	100	73	58	51	100	80	63	56
	Language	98	66	55	48	100	64	54	47	100	79	58	50
	Mathematics	95	80	76	66	100	73	62	52	100	82	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 16 Teacher(s)
 12 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Library Book Selection
 Ü Textbook Selection
 Ü School Safety Issues
 Ü Program Enhancements
 Ü Extracurricular Activities
 Ü Fundraising Vehicle

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator	1.00	Teacher	21.00
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years	4	0	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	6	0	0
10 or more years	0	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü 32-station PC Computer Lab
 Ü Media Center

Extracurricular Activities

Ü Before/After School Tutoring
 Ü Limited Before/After School Activities
 Ü Student Council
 Ü Before/After School Band and Orchestra

Social Services

Ü Parent Spalding Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Met 7 of 10 goals on AIMS and SMT testing.

ü Franklin South received an overall grade of 98% from parents on the Parent Quality Service Survey.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Franklin South is committed to ensuring a safe and secure environment. We have a small enclosed campus allowing us to have very good supervision of students. We have a caring and committed staff who constantly monitor all students safety. Clear and concise student behavioral rules and expectations are set and maintained.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Gale K. Ernst	(480) 472-2240
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0241
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Kim Chatwin	(480) 807-5161
Student Health/Nurse	Gloria Cole	(480) 472-2228

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.